

MISSOURI PRE-SERVICE TEACHER ASSESSMENT (MOPTA) TASK 4 SAMPLE

Contextual Information: Anytown, Anystate is located in a rural region situated at the intersection of two major highways about one hundred miles south of a major metropolitan area. Anytown is home to approximately 10,500 residents. It is a small agricultural community consisting of very few permanent businesses. Most of the residents commute to neighboring cities for employment. The school district has received several accreditations including the A+ Accreditation, Accreditation with Distinction, and the North Central Association Accreditation. The district has clearly shown exemplary educational services for all students. The district's mission is to prepare students for success through commitment to quality teaching and learning. The school district is comprised of four elementary schools, one middle school, and one high school. Timewise Elementary is one of the smaller schools with a total of 296 students and 50 staff personnel. The student teacher ratio averages at about 20 students per teacher. Within the small school setting, the administration is able to take an extremely active role with the students. Many of the staff members are able to name a majority of the students attending the school creating personal relationships between the student body and staff. A fairly significant level of collaboration between teachers, paraprofessionals, counselors, and administration creates a supportive learning community. The staff is currently focused on implementing Positive Behavior Support (PBS) plans throughout the school with a focus on classroom behavior as well. This school-wide discipline plan allows for consistency for the students with little to no differentiation between student expectations from the staff members.

Planning the Sequence of Lessons within the Unit: The data used to establish a baseline to measure student growth was acquired from the *Morris Informal Reading Inventory* and the fluency rubric. Based on the collected data, the content focus of the lessons includes: phonetic decoding, comprehension, and fluency. Reutzel and Cooter (2015) state “the NRP described

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reading comprehension thus: Comprehension is a complex process . . . often viewed as ‘the essence of reading.’ Reading comprehension is . . . intentional thinking during which meaning is constructed through interaction between text and reader . . . The content of meaning is influenced by the text and by the reader’s prior knowledge and experience that are brought to bear on it” (p. 243). An appropriate level of comprehension includes “the ability to read and read well (which) makes many life choices possible in a democratic society. Conversely, nonreaders and poor readers are often hindered in their career paths from taking full advantage of services and opportunities for themselves or their families, or in thoroughly accessing their rights and exercising their responsibilities as citizens” (Reutzel & Cooter, 2015, p. 6).

The **Common Core State Standards** (CCSS) for this lesson will guide the lesson in the area of comprehension and speaking in order to develop fluency through the Reader’s Theater:

Reading Standards: Foundational Skills

- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Standards: Literature: Craft and Structure

- RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

Speaking and Listening: Presentation of Knowledge and Ideas

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

The **Show Me Standards in Communication Arts** indicates students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in:

2. reading and evaluating fiction, poetry and drama
3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. participating in formal and informal presentations and discussions of issues and ideas
7. identifying and evaluating relationships between language and culture

The **Show Me Standards** for the **Performance Standards** for Missouri public schools for this lesson are:

GOAL 2: Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. Students will demonstrate within and integrate across all content areas the ability to

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1. plan and make written, oral and visual presentations for a variety of purposes and audiences
3. exchange information, questions and ideas while recognizing the perspectives of others
4. present perceptions and ideas regarding works of the arts, humanities and sciences
5. perform or produce works in the fine and practical arts

The learning goals for sequence of lessons are:

- The fluency lesson learning goal is for the student to be able to use developmentally appropriate oral language for pretend or fantasy play by dramatizing a story from a book with 80% accuracy in the story retell during the presentation to the class. Fluency is identified as a need based on the *Morris Informal Reading Inventory*. The prior knowledge for the lesson will build upon the student's current level of fluency and be evaluated through a fluency rubric. The background information to influence the planning process will integrate reading material that interests the student.
- The comprehension lesson learning goal is for the student to be able to identify the story grammar elements using a graphic organizer. The five-finger retell strategy supports the student comprehension. The graphic organizer allows the student to identify the elements from a selected story.
- The decoding lesson learning goal is that the student will be able to blend and segment phonemes. Children who can segment and blend sounds easily are able to use this knowledge when reading and spelling. Blending (combining sounds) and segmenting (separating sounds) are skills that are necessary for learning to read. Phoneme

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segmentation is the ability to break words down into individual sounds. Phoneme segmentation is an example of a phonological awareness skill. Instruction in phonological awareness skills supports the acquisition of literacy skills. Students who have strong phonological awareness skills demonstrate better literacy skills.

Instructional Strategies for the Sequence of Lessons: Academic content language will be used to promote student learning by promoting the three essential components of reading: phonics, reading fluency, and comprehension:

- Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. It teaches children to use these relationships to read and write words. The goal of phonics instruction is to help children learn and use the alphabetic principle-the understanding that there are systematic and predictable relationships between written letters and spoken sounds (Reutzel & Cooter, 2015).
- Fluency is the ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically. They group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking. Readers who have not yet developed fluency read slowly, word-by-word. Their oral reading is choppy and plodding. Fluency provides the bridge between word recognition and comprehension (Reutzel & Cooter, 2015).
- Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading. As they read, good readers

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are both purposeful and active. Text comprehension can be improved by instruction that helps readers use specific comprehension strategies (Reutzel & Cooter, 2015).

The student will be engaged in critical thinking to promote student learning during the comprehension lesson that compares characters from two different fiction text sources. Being able to compare literary characters demonstrates individual understanding of the literary work as a whole. Asking students challenging and thought-provoking questions encourages students to tap their existing mental models and build upon previous knowledge. Questions can be classified according to Bloom's Taxonomy, a hierarchy of increasingly complex intellectual skills. Studies show that a combination of lower and higher questions is more effective than the exclusive use of one or the other. Literacy is integrated into the content of all lessons for the student. Literacy is being able to make sense of and engage in advanced reading, writing, listening, and speaking. It is important to scaffold the reading by using effective strategies before, during, and after reading.

Learning Activities and Assessments for the Sequence of Lessons: During the fluency lesson the selected learning activity can be based on the pedagogical intent of the teacher. Learning activities are activities designed or deployed by the teacher to bring about and create the conditions for learning. The learning activities that are implemented in this lesson involve applying reading skills during the script delivery and creating a performance of the script. The rationale for these instructional choices is based on the updated Bloom's Taxonomy. The learning activities address student strengths based on the interest in the Dr. Seuss story. The learning activities address student needs by providing opportunities to practice the script through a variety of formats: choral reading, echo reading, and digital recordings. Student learning will

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be monitored through the lesson assessments. The data collected through the assessments will provide information about fluency, decoding, and comprehension. The student will review the fluency rubric to promote self-regulated learning.

Student Learning Needs Identified in the Sequence of Lessons: Baseline data from the *Morris Informal Reading Inventory* helped identify the learning needs of the student. The areas of growth targeted for this student for the sequence of lessons include fluency, comprehension, and phonetic decoding based on the assessment results. The three student work samples from the lesson that demonstrate the learning progress of this student.

Results and Analysis of the First Assignment: The results of the first assessment allowed multiple evaluations using the fluency rubric. The area of strength is the student interest in different genres and area in need of improvement in the student's learning is fluency. The student hesitates, reads word-by-word, and lacks expression. Feedback is provided through the fluency rubric following each evaluation. The student demonstrated progress in expression, phrasing, and pace after each evaluation. The rubric provided the requisite framework to help provide the necessary direction to improve fluency. The results of the assessment can inform instruction by helping identify the parameters associated with fluency. Specific adjustments include using a phonics phone to help improve fluency.

Results and Analysis of the Second Assignment: The second assignment for the student is a Venn diagram comparing the characters from two self-selected stories. The area of strength is the student interest in a variety of genres and the area in need of improvement in the student's

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learning is comprehension of the text based on the results of the *Morris Informal Reading Inventory*. The provided feedback emphasized the well-chosen stories and the area in need of improvement of the student is comprehension, which is addressed through the character comparison. The Venn diagram demonstrates the student's ability to comprehend the stories, which was discussed during an individual conference. Additional questions about the stories were discussed with the student during the individual conference.

Results and Analysis of the Third Assignment: The third assessment of the student was a decoding evaluation. The areas of strength are short vowels and initial digraphs. The areas in need of improvement include consonant blends with short vowels and long vowel spellings based on the results of the assessment, which were shared with the student. The collected information informs instruction by using magnetic letters to build words related to the evaluation.

Analyzing the Sequence of Lessons: Academic content language used to promote student learning includes terms supporting the Venn diagram activity such as similarities, differences, comparison, and contrast. Marzano's instructional strategy of practice is used in this lesson. Research asserts that students should adapt skills while they are learning them. Speed and accuracy are key indicators of the effectiveness of practice. Lessons should focus practice on difficult concepts and set aside time to accommodate practice sessions. Advance organizers should focus on what is important and are more useful with information that is not well organized. Reutzel and Cooter (2015) declare "though skills must indeed be taught, they believe that teaching reading is far more than simply teaching skills" (p. 5). The strategies used in the

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lessons engage the students in critical thinking to promote student learning through direct interaction with text material. One thing that “research reveals (is the) the beneficial impact of teacher knowledge on the quality of their instruction and depth of student learning” (p. 14). Questions can be classified according to Bloom’s Taxonomy, a hierarchy of increasingly complex intellectual skills. Studies show that a combination of lower and higher questions is more effective than the exclusive use of one or the other. During the literacy conference a series of questions were used to direct the conversation about the characters. Reutzel and Cooter (2015) note that “decades of educational research confirm the linkage of teacher knowledge to the effectiveness of instruction offered to children” (p. 14). The integration of literacy into the content that was taught promoted student learning through literature discussions and Reader’s Theater readings. It is important to note “reading is the skill that makes virtually all other learning possible (Reutzel & Cooter, 2015, p. 5).

Reflecting on the Sequence of Lessons within the Unit: Steps were achieved in the direction of reaching the specified learning goals for the sequence of lessons. Evidence from the informal reading inventory provided the baseline data. The fluency rubric was used to document repeated readings. The decoding assessment determined the type of phonics instruction. The baseline data from the informal reading inventory and decoding assessment indicates that modifications in future lessons might include using a phonics software program that will document student decoding progress in an incremental fashion. Student work that supports the articulated conclusion includes the Venn diagram comparing and contrasting two stories to demonstrate comprehension. It is important for students to have a personal understanding of their progress toward learning goals. The student was involved in individual conferences and provided

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feedback. However, another way that the steps could be revised to help the student understand personal academic progress would be to utilize a systematic reading program that provides progressive growth in the area of reading through a digital program that can be accessed via a personal iPad and automatically adjusts to the student's responses.

SAMPLE

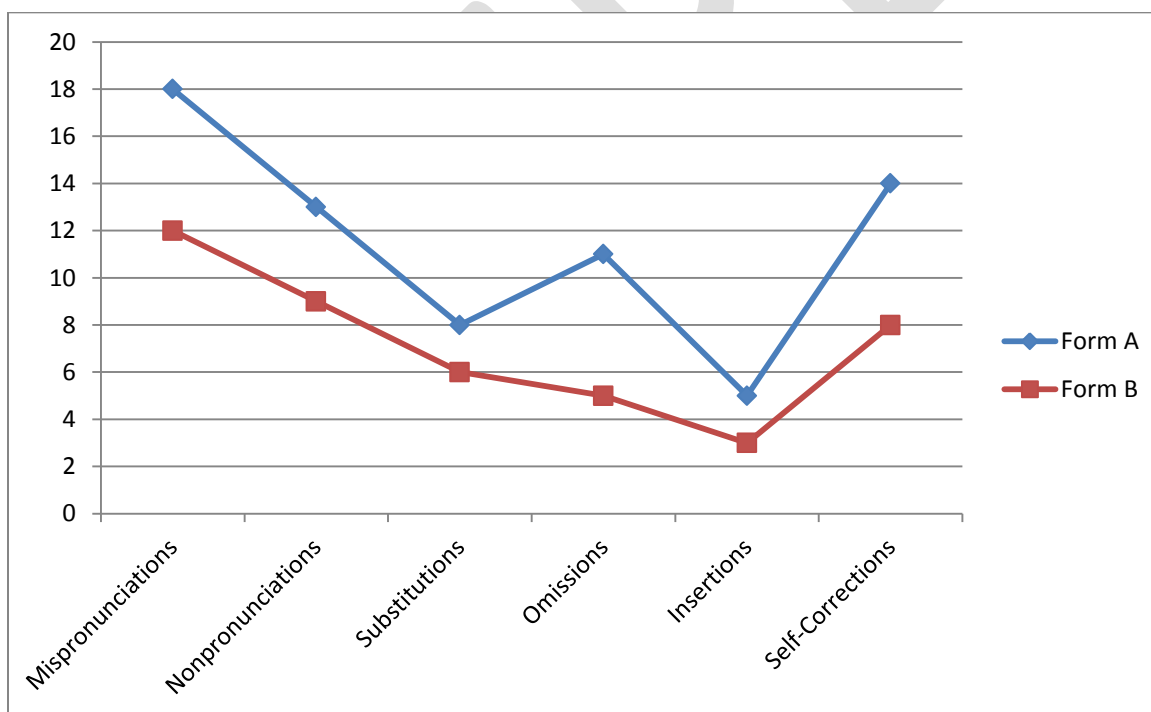
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Representative Pages of Baseline Data for the Student

<i>Morris Informal Reading Inventory – Word List</i>						
Word List Pre-Test				Word List Post-Test		
Independent	Instructional	Frustration		Independent	Instructional	Frustration
Grade 2	Grade 3	Grade 4		Grade 2	Grade 3	Grade 4

<i>Morris Informal Reading Inventory – Oral Paragraphs</i>						
Oral Paragraphs Pre-Test				Oral Paragraphs Post-Test		
Independent	Instructional	Frustration		Independent	Instructional	Frustration
Grade 2	Grade 3	Grade 4		Grade 2	Grade 3	Grade 4

Miscue Graph for Pre-Test and Post-Test Oral Readings



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Oral Reading Fluency Norm Comparison – Independent Level				
Grade	Percentile	Winter Word Count Per Minute	Student Word Count Per Minute	
			Pre-Test	Post-Test
Third Grade	90	146		
Third Grade	75	120		
Third Grade	50	92		
Third Grade	25	62		
Third Grade	10	36	47.5	51

Oral Reading Fluency Norm Comparison – Instructional Level				
Grade	Percentile	Winter Word Count Per Minute	Student Word Count Per Minute	
			Pre-Test	Post-Test
Third Grade	90	146		
Third Grade	75	120		
Third Grade	50	92		
Third Grade	25	62		
Third Grade	10	36	37.1	46

Oral Reading Fluency Norm Comparison – Frustration Level				
Grade	Percentile	Winter Word Count Per Minute	Student Word Count Per Minute	
			Pre-Test	Post-Test
Third Grade	90	146		
Third Grade	75	120		
Third Grade	50	92		
Third Grade	25	62		
Third Grade	10	36		
			30	30

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Representative Pages of the Standards-Based Lesson Plan: First Lesson Plan

SUBJECT:	READING – ORAL LANGUAGE	GRADE LEVEL:	THIRD GRADE
STANDARDS (Common Core State Standards, Grade-/Course-Level Expectations, Depth of Knowledge, Show Me Standards, MoSPE)			
CCSS: RF.3.4.a; RF.3.4.b; RF.3.4.c; RL.3.5; RL.3.6; SL.3.5 GLE: Reading 1.D.Fuency.Grade 3 and Listening and Speaking 2.A.Discussion and Presentation.Grade 3 DOK: Level 2 – Skill and Concept Show-Me Standards-Knowledge: CA2, CA3, CA5, CA6, and CA7 and Show-Me Standards-Process: 2.1, 2.3, and 2.5 MoSPE: 6.3			
OBJECTIVE			
Student(s) will be able to use oral language for pretend or fantasy play by dramatizing a story from a book with 80% accuracy in the story retell during the presentation to the class.			
ASSESSMENT/CRITERIA FOR SUCCESS (How will you know students have gained an understanding of the concepts?)			
The informal assessment will be based on a rubric to assess the puppet performance of a reader's theater script or a story retell to document student production.			
COMER DEVELOPMENTAL PATHWAYS ADDRESSED (check all that apply to the lesson)			
Cognitive	X	Language	X
Ethical	X	Physical	X
Psychological	X	Social	XS
MARZANO INSTRUCTIONAL STRATEGIES (check all that apply to the lesson)			
Identifying Similarities and Differences		Reinforcing Effort and Providing Recognition	X
Questions, Cues, and Advance Organizers		Setting Objectives and Providing Feedback	
Homework and Practice		Generating and Testing Hypotheses	
RESOURCES			
<ul style="list-style-type: none"> What resources will you and your students use? 			
ReadWriteThink.org; Internet; Computer; Stage; Puppets; Stories for Retell; Projector Story Web Site: http://www.internet4classrooms.com/skill_builders/online_stories_language_arts_first_1st_grade.htm Puppet Web Site: https://docs.google.com/file/d/0B2WRHjafPchb1ExREVXbHhScXk1VmhsTWlqMzBvZW/edit?pli=1			
LEARNER DIVERSITY			
<ul style="list-style-type: none"> What diverse learner needs do you need to consider when selecting resources, grouping students or planning the culminating project? How will you gear up/gear down the lesson? 			
Gear Up: Complexity of Story Gear Down: Simplify the Story ELL or Exceptionalities: Provide additional vocabulary mini-lessons to support their understanding of the story Grouping Students: Decide whether to group students by ability, interest, or in a heterogeneous format			
ENGAGE			
<ul style="list-style-type: none"> Capture the students' attention, stimulate their thinking and help them access prior knowledge. 			
The activity that will be used to get the lesson started will include video clips of elementary school puppet shows from appropriate youtube or other Internet sites, such as: https://www.youtube.com/watch?v=nKKdwGwOIK8			
EXPLAIN (MODEL)			
<ul style="list-style-type: none"> Involve students in an analysis of their explorations. Use reflective activities to clarify and modify their understanding. 			
The teacher will model for the students by performing a well-known fairy tale using puppets and the provided stage area. (NOTE: Prior to this lesson the students will have constructed puppets for their presentation). The main idea (concept) for this lesson is the ability of the students to retell a story in an effective manner based on the evaluation elements identified in the rubric.			
EXPLORE (GUIDED PRACTICE)			
<ul style="list-style-type: none"> Give students time to think, plan, investigate, and organize collected information. 			
The students have been divided into groups and have selected their story for the retell. The students have also previously created their puppets. This lesson is centered on providing the opportunity to practice the retell and present the retell in accordance with the evaluation rubric. Students will also be provided with specific cards that display the following: Ask a question about the story – such as: What is your favorite part of the story?; Ask a question about the puppets – such as: How did you decide to make your puppets look like that?; Thank the group for their presentation. Explain to the students how to be good listeners and how to be respectful during the presentations.			
ELABORATE (INDEPENDENT PRACTICE)			
<ul style="list-style-type: none"> Give students the opportunity to expand and solidify their understanding of the concept and/or apply it to a real-world situation. 			
During this time period the groups will practice their individual roles for their presentation based on the rubric requirements for speaking with good inflection and volume; demonstrating enthusiasm, and supporting the other group members.			
EVALUATE (FEEDBACK/CLOSURE)			
<ul style="list-style-type: none"> Evaluate throughout the lesson. Present students with a scoring guide at the beginning. Scoring tools developed by teachers (sometimes with student involvement) target what students must know and do. Consistent use of scoring tools can improve learning. 			
The students will be evaluated using the presentation rubric. The puppet shows may also be videotaped for an Open House.			

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Assessment or Assignment for First Lesson Plan

FLUENCY RUBRIC

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency.





Score _____

Scores below 10 indicate that the student needs additional instruction in fluency.

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Rubric or Scoring Guide for First Assessment or Assignment

Puppet Show Presentation Rubric

Puppet Show Components	Super 4 Points 	Excellent 3 Points 	Good 2 Points 	Let's Work on It 1 Point 	Total Points
Accuracy of the Story Retell	All important parts of the story were included and were accurate.	Almost all important parts of the story were included and were accurate.	Quite a few important parts of the story were included and were accurate.	Much of the story was left out or inaccurate.	
Puppet Construction	Puppets were original, creative, and constructed well. No pieces fell off during the performance.	Puppets were original and constructed well. No pieces fell off during the storytelling.	Puppets were constructed fairly well. No pieces fell off during storytelling.	Puppets were not constructed well and/or were not complete. Pieces fell off during storytelling.	
Voice Expression	Storyteller's voice showed a lot of expression and emotion.	Storyteller's voice showed some expression and emotion.	Storyteller's voice showed a little expression and emotion.	Storyteller's voice was monotone and not expressive.	
Voice Projection	Storyteller was always audible to the audience.	Storyteller was usually audible to the audience.	Storyteller was sometimes audible to the audience.	Storyteller was rarely audible to the audience.	
Puppet Manipulation	Puppeteer always manipulated puppets so audience could see them.	Puppeteer usually manipulated puppets so audience could see them.	Puppeteer sometimes manipulated puppets so audience could see them.	Puppeteer rarely manipulated puppets so audience could see them.	

Comments:

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Student's Work Sample from the First Lesson Plan



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Representative Pages of the Standards-Based Lesson Plan: Second Lesson Plan

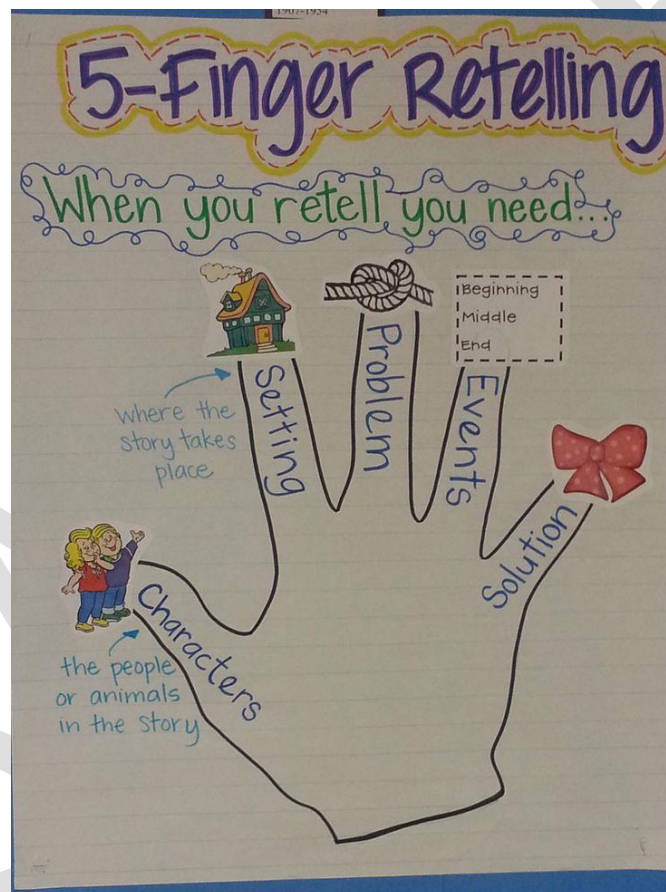
SUBJECT:	ENGLISH LANGUAGE ARTS - READING				SUBJECT:	THIRD GRADE					
STANDARDS (Common Core State Standards, Grade-/Course-Level Expectations, Depth of Knowledge, Show Me Standards, MoSPE)											
CCSS: Reading Standards for Literature K-5: Grade 3 students: Key Ideas and Details – 2 and 3. (RL3.2 and RL3.3)											
GLE: Reading-2-C-Grade 3-h. (Reading 2.C.3.h)											
DOK: Level 2 - Skills and Concepts											
Show-Me Standards-Knowledge: CA 2 Show-Me Standards-Process: 1.5; 2.7; 3.1											
MoSPE: 4.3 and 6.4											
OBJECTIVE											
Student(s) will be able to identify the story grammar elements using a graphic organizer.											
ASSESSMENT/CRITERIA FOR SUCCESS (How will you know students have gained an understanding of the concepts?)											
A graphic organizer rubric/scoring guide will evaluate the completion of the story grammar graphic organizer.											
COMER DEVELOPMENTAL PATHWAYS ADDRESSED (check all that apply to the lesson)											
Cognitive	X	Language	X	Ethical	X	Physical		Psychological	X	Social	X
MARZANO INSTRUCTIONAL STRATEGIES (check all that apply to the lesson)											
Identifying Similarities and Differences				Reinforcing Effort and Providing Recognition				Nonlinguistic Representation			
Questions, Cues, and Advance Organizers				X Setting Objectives and Providing Feedback				Summarizing and Note Taking			
Homework and Practice				Generating and Testing Hypotheses				Cooperative Learning			
								X			
RESOURCES											
<ul style="list-style-type: none"> What resources will you and your students use? 											
Computer, Internet, Projector, Smartboard, Graphic Organizer, iPads, exit slips, http://www.joanwink.com/newsletter/2009/Jessica_Faria-0209.pdf http://www.fcrr.org/studentactivities/c_007b.pdf http://www.palmbeachschools.org/multicultural/documents/storygrammar.pdf http://bcs.schoolwires.net/cms/lib5/AL01001646/Centricity/Domain/131/Story%20Grammar.pdf http://www.readwritethink.org/files/resources/printouts/Exit%20Slips.pdf http://www.readingrockets.org/strategies/exit_slips											
LEARNER DIVERSITY											
<ul style="list-style-type: none"> What diverse learner needs do you need to consider when selecting resources, grouping students or planning the culminating project? How will you gear up/gear down the lesson? 											
Gear Up: Some of the graphic organizer templates will provide more complex designs addressing the story grammar elements Gear Down: One aspect of the assignment will involve cooperative learning groups to support student comprehension with a visual, auditory, and kinesthetic based lesson design ELL or Exceptionalities: Review the vocabulary for each of the readings.											
ENGAGE											
<ul style="list-style-type: none"> Capture the students' attention, stimulate their thinking and help them access prior knowledge. 											
Show video of lowriders in Japan: http://www.bing.com/videos/search?q=lowrider+video&FORM=VIRE1#view=detail&mid=AF7E315D2C45AF2480A0AF7E315D2C45AF2480A0											
EXPLAIN (MODEL)											
<ul style="list-style-type: none"> Involve students in an analysis of their explorations. Use reflective activities to clarify and modify their understanding. 											
Read <i>Daniel's Ride</i> - http://www.childrenslibrary.org/icdl/BookPreview?bookid=prydnlr_00180001&route=text&lang=English&ilang=English – while completing an interactive story grammar map – http://www.readwritethink.org/classroom-resources/student-interactives/story-30008.html											
EXPLORE (GUIDED PRACTICE)											
<ul style="list-style-type: none"> Give students time to think, plan, investigate, and organize collected information. 											
On their iPads, the students will access selected stories at Storyline Online web site and complete their choice of story grammar graphic organizer.											
ELABORATE (INDEPENDENT PRACTICE)											
<ul style="list-style-type: none"> Give students the opportunity to expand and solidify their understanding of the concept and/or apply it to a real-world situation. 											
Complete the story grammar graphic organizer that compares the two characters from two different stories.											
EVALUATE (FEEDBACK/CLOSURE)											
<ul style="list-style-type: none"> Evaluate throughout the lesson. Present students with a scoring guide at the beginning. Scoring tools developed by teachers (sometimes with student involvement) target what students must know and do. 											

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- Consistent use of scoring tools can improve learning.

Students will complete a story grammar based exit slip linking their favorite story to the elements being identified and studied.


Assessment or Assignment for Second Lesson Plan



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my story snapshot

Use pictures and words to complete your story snapshot.



Title

Selling





My Favorite Character

MY FAVORITE PART OF THE STORY

WORDS TO DESCRIBE MY CHARACTER

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Rubric or Scoring Guide for Second Assessment or Assignment

Criteria	4 	3 	2 	1 
Story Map	All required elements are filled in completely; main details have enough description for clarity.	All required elements are filled in completely; main details have some description.	Some elements are complete; details are missing.	Elements are incomplete; details are missing.
Story Box	Six squares are neatly completed; a complete sentence describes contents.	Six squares are completed; an incomplete sentence describes contents.	Six squares are completed; work looks hurried, not very neat; content description is missing.	Not all are squares complete; work looks hurried, not very neat; description missing.
Spelling	There are no mistakes in grammar or spelling.	There are only one or two grammar or spelling mistakes.	There are only three or four grammar or spelling mistakes.	There are numerous mistakes in grammar or spelling.

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Student's Work Sample from the Second Lesson Plan

my story snapshot

Use pictures and words to complete your story snapshot.

Title: Along Came Toto

Setting

In Percy's house

My Favorite Part of the Story

playful
funny
friendly

Words to Describe My Character

Toto



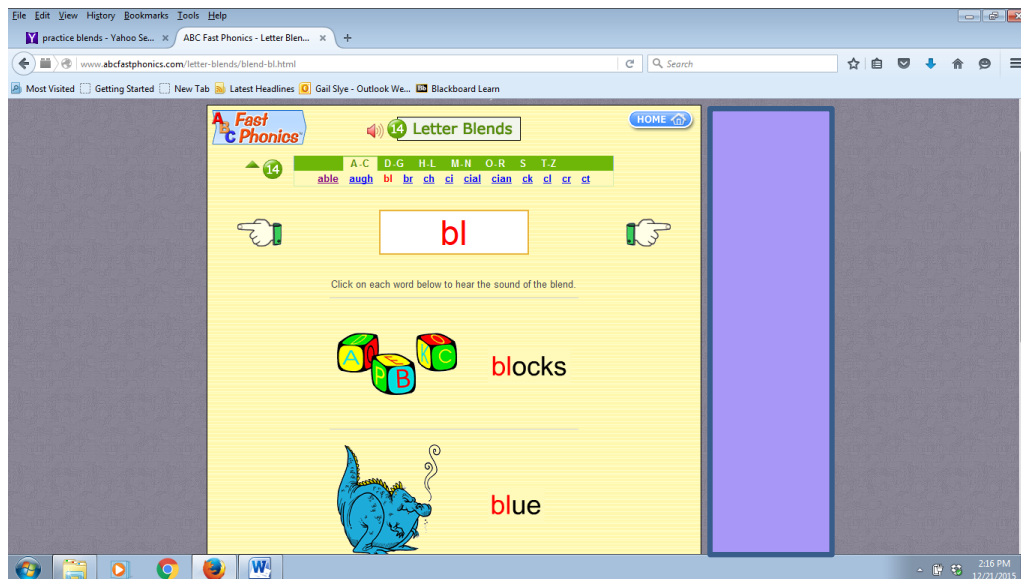
MISSOURI PRE-SERVICE TEACHER ASSESSMENT (MOPTA) TASK 4 SAMPLE

Representative Pages of the Standards-Based Lesson Plan: Third Lesson Plan

SUBJECT:		READING - PHONICS				GRADE LEVEL:		THIRD GRADE					
STANDARDS (Common Core State Standards, Grade-/Course-Level Expectations, Depth of Knowledge, Show Me Standards, MoSPE)													
CCSS: RF-3 Phonological Awareness 2b, 2d GLE: Reading – 1B.grade3.b.c. DOK: Level 2 Show-Me Standards-Knowledge:CA1 Show-Me Standards-Process: 2.3 MoSPE:1.1 & 2.2													
OBJECTIVE													
Student will be able to blend and segment phonemes.													
ASSESSMENT/CRITERIA FOR SUCCESS (How will you know students have gained an understanding of the concepts?)													
Student will correctly identify the picture name card by blending the sounds of the segments.													
COMER DEVELOPMENTAL PATHWAYS ADDRESSED (check all that apply to the lesson)													
Cognitive	x	Language	x	Ethical		Physical		Psychological		Social	x		
MARZANO INSTRUCTIONAL STRATEGIES (check all that apply to the lesson)													
Identifying Similarities and Differences					Reinforcing Effort and Providing Recognition				x	Nonlinguistic Representation			
Questions, Cues, and Advance Organizers				x	Setting Objectives and Providing Feedback					Summarizing and Note Taking			
Homework and Practice				x	Generating and Testing Hypotheses					Cooperative Learning			x
RESOURCES													
<ul style="list-style-type: none">What resources will you and your students use?													
PBS Learn About Letter Sounds Together: "Lions Laughing" - www.resourcesforearlylearning.org/educators/activity/1805/ABC Fast Phonics: http://www.abcfastphonics.com/letter-blends/blend-bl.html													
LEARNER DIVERSITY													
<ul style="list-style-type: none">What diverse learner needs do you need to consider when selecting resources, grouping students or planning the culminating project?How will you gear up/gear down the lesson?													
Gear Up: Issue two and three syllable words on a pocket chart to place cards under the correct number of syllables. Gear Down: Issue one and two syllable words to blend with shoulder partners. ELL or Exceptionalities: ELL will be paired with a higher level learner; cards will have the native language as well as the English version to assist students with the correct pronunciation.													
ENGAGE													
<ul style="list-style-type: none">Capture the students’ attention, stimulate their thinking and help them access prior knowledge.													
Student will review a short clip from Between the Lions about letter sounds together - “Lions Laughing” Picture cards with each “L” cluster word will be displayed on the board with a matching picture to represent the word. A physical item to represent each item with the word on the bottom for students to pass around and say the word as they touch it.													
EXPLAIN (MODEL)													
<ul style="list-style-type: none">Involve students in an analysis of their explorations.Use reflective activities to clarify and modify their understanding.													
Model the phonemic awareness for clusters with L, have the student repeat after the teacher /k/l/i/p/, clip, have the student then repeat the sounds and blend to say each word for <i>slip, flag,black,glad,blue,globe,plug, and sled</i> .													
EXPLORE (GUIDED PRACTICE)													
<ul style="list-style-type: none">Give students time to think, plan, investigate, and organize collected information.													
Student will practice blending and segmenting the words using an online program.													
ELABORATE (INDEPENDENT PRACTICE)													
<ul style="list-style-type: none">Give students the opportunity to expand and solidify their understanding of the concept and/or apply it to a real-world situation.													
Using the phonics phones student will independently practice blending and segmenting words with a self-check.													
EVALUATE (FEEDBACK/CLOSURE)													
<ul style="list-style-type: none">Evaluate throughout the lesson.Present students with a scoring guide at the beginning.Scoring tools developed by teachers (sometimes with student involvement) target what students must know and do.Consistent use of scoring tools can improve learning.													
Student will complete practice book; teacher will observe student during independent practice and online practice.													


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Assessment or Assignment for Third Lesson Plan





bl Word Formation


NAME: _____


 Form words with the consonant blend **bl**.
Add the end of the word to **bl** and write it below.
Say the word. For example: **bl** + **imp** = **blimp**.


 **imp**


 **anket**


 **ender**

 **ock**

 **ouse**

 **ow**

 **ue**

 **ade**

1 **bl**imp

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

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MISSOURI PRE-SERVICE TEACHER ASSESSMENT (MOPTA) TASK 4 SAMPLE

Rubric or Scoring Guide for Third Assessment or Assignment

First Grade Language Arts Literacy Checklist

3.1.1 C Decoding/Word Recognition

- ▶ Identify all consonant sounds in spoken words, including blends such as *bl*, *br*; and digraphs such as *th*, *wh*.
- ▶ Identify all short/long vowel sounds.
- ▶ Recognize/use/produce rhyming words to reinforce decoding skills.
- ▶ Decode regular one-syllable words and nonsense words (e.g., *sit*, *zot*).
- ▶ Use sound-letter correspondence knowledge to sound out unknown words when reading text.
- ▶ Recognize high-frequency words in and out of context.
- ▶ Decode unknown words using basic phonetic analysis, context clues, and knowledge of word families.

Essential Questions: How do I figure out a word I do not know?

Enduring Understandings: Readers use letter-sound correspondence, pictures, and context to decode new words.

Suggested Activities/Resources (in addition to guided reading with leveled materials):
 Create a word wall, introducing new high frequency words each week. Play word wall games daily.
 Use cloze activities during shared reading of a big book. Students predict the word covered by using meaning. They then identify the beginning letter they expect to see. They look at the first letter to confirm or revise their predictions, continuing until the whole word is shown.
 Play *Guess My Message* by putting a secret message on the board, using blanks for each letter. Students guess, similar to *Hangman* or *Wheel of Fortune*.
 Play *I Am Thinking of a Word*, giving clues such as, "It starts with a *b* and rhymes with *cat*. Use blends and digraphs when ready.

Suggested Assessment Activities:
 Assess how many word wall words each child has mastered.
 Use guided reading groups to assess students' use of decoding strategies. Focus instruction and grouping based upon the needs of students.

3.1.1 F Vocabulary/Concept Development

- ▶ Develop a vocabulary of 300-500 high frequency sight words and phonetically regular words.
- ▶ Use/explain common synonyms/antonyms.
- ▶ Comprehend common and/or specific vocabulary in informational texts and literature.
- ▶ Understand some words are naming, action, or describing words.

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Student's Work Sample from the Third Lesson Plan

